



Senior Pastoral Manager

JOB DESCRIPTION

Description

Reports to: The deputy Headteacher

The Role

As a Senior Pastoral Officer, you will play a key leadership role in the pastoral care and wellbeing of students, working strategically and operationally to support the Assistant Headteacher for Inclusion and the wider Leadership Team (SLT). You will work across multiple year groups, ensuring a consistent and proactive approach to behaviour management, student welfare, and engagement.

You will provide clear leadership within the pastoral team, model and support staff in upholding high expectations for behaviour and student conduct. You will also oversee the implementation of key policies, coordinate interventions, and manage plans to reduce behaviour-related barriers to learning. Your role will entail fostering a culture of respect and aspiration, ensuring that conditions support positive personal and academic development.

Key Responsibilities

- Provide strategic pastoral leadership across the academy, ensuring consistent implementation of behaviour and wellbeing policies.
- Act as a role model for professionalism and lead on resolving emerging issues.
- Meet and engage with students, demonstrating high expectations, professional conduct, and commitment to safeguarding.
- Work closely with the Assistant Headteacher for Inclusion, SLT, and middle leaders to ensure a cohesive approach to behaviour, wellbeing, and academic engagement.
- Support the safeguarding team with referrals, liaison, and pastoral interventions.
- To ensure the Academy graduated response and escalation tracker is implemented, maintained and quality assured
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Behaviour & Student Welfare

- Set clear expectations for student behaviour and attitudes both inside and outside the academy.
- Monitor and manage student behaviour, working closely with teachers and subject leaders to provide guidance and intervention where necessary.
- Take referrals from additional staff and coordinate work to resolve inappropriate support, making informed decisions on external services such as therapy, mentoring, or counselling.
- Implement early intervention strategies to support students at risk of disengagement, working closely with families and external agencies.

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Parental & External Engagement

- Serve as a key point of contact for parents, maintaining positive, professional relationships to ensure effective communication regarding student behaviour and wellbeing.
- Work with external agencies (e.g., CAMHS, EPEPs, social services) when intervention is required to provide holistic support for students.
- Coordinate parent engagement initiatives to strengthen the partnership between home and school in supporting student success.

Safeguarding & Attendance

- Work closely with the pastoral and safeguarding teams to identify and support students facing barriers to learning.
- Monitor and support student attendance and punctuality, taking proactive steps to address concerns and working with families to improve attendance where needed.
- Ensure all safeguarding concerns are promptly reported and followed up in line with school policies.

Operational & Team Leadership

- Ensure staff understand and implement key school policies, including those related to behaviour, attendance, uniform, and safeguarding.
- Provide guidance and training to staff on managing student behaviour effectively.
- Oversee complex cases, monitor their progress, and implement action plans where necessary.
- Maintain regular contact with SLT to ensure high-quality pastoral provision and consistent application of policies.

Outcomes and Activities

- To develop a culture of motivation and love of learning
- Strong communication and collaboration between students, staff, parents, and external agencies.
- Effective interventions and support systems in place for students facing challenges.
- Improved student attendance, punctuality, and overall wellbeing
- A positive and respectful school culture, with high expectations for student behaviour and engagement.

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work

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	<ul style="list-style-type: none"> • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Minimum of 5 GCSEs including Maths and English (grade 4-9) or equivalent	X		X	X	
	Understanding of the national curriculum especially core subject areas	X		X	X	
	Demonstrable understanding of young peoples' social, emotional and educational development needs	X		X	X	X
	Understanding of 'Early Help' strategy, policies and protocols		X	X	X	X
	Knowledge of safeguarding and child protection issues and procedures	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
	Recent and relevant CPD	X		X	X	X
	Counselling/mental health/behaviour improvement qualification		X	X	X	X
Experience	Proven record of raising standards and pupil achievement	X		X	X	X
	Experience of developing effective strategies to overcome barriers to learning	X		X	X	X
	Minimum 3 years' experience in a similar role in a school environment	X		X	X	X
	Experience of working with children or young people who are vulnerable or disaffected	X		X	X	X
	Experience of supporting the social, emotional and educational development of students	X		X	X	X
	Experience of dealing with difficult and challenging behaviour	X		X	X	X

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	Experience of working with and preparing documentation for external agencies		X	X	X	X
Skills	Effective behaviour management skills	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT equipment and software such as spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to deal with sensitive and confidential pupil information in line with GDPR requirements	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X

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